DOCUMENT RESUME

ED 354 648 EC 301 816

AUTHOR Schnepf, Greg W.; And Others
TITLE A Perfect Fit: 4-H Involvement for Youth with Disabilities. A Leader's Guide.
INSTITUTION Purdue Univ., Lafayette, Ind.
SPONS AGENCY Department of Agriculture, Washington, D.C.; Department of Education, Washington, DC.
PUB DATE Jul 92
CONTRACT 91-EDFA-1-0001; H128A01027
NOTE 60p.; Funding also provided by the Indiana Easter Seal Society.
AVAILABLE FROM Purdue Media Distribution Center, 301 S. Second St., Lafayette, IN 47901-1282 ($3.50).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adolescents; Children; Civil Rights; *Clubs; *Community Programs; *Disabilities; Extracurricular Activities; Federal Legislation; Games; Learning Activities; Mainstreaming; Parents; *Program Implementation; Recreational Activities; Recruitment; *Social Integration; Student Projects; Volunteers
IDENTIFIERS 4 H Clubs

ABSTRACT

This guide for 4-H leaders and volunteers offers information to help integrate youth with disabilities into various 4-H programs. After an introduction, a section on 4-H and mainstreaming reviews the mission of 4-H; considers what 4-H has to offer youth; defines mainstreaming; notes the benefits of mainstreaming; and distinguishes among the terms "impairment," "disability," and "handicap." The rights of persons with disabilities under the Americans with Disabilities Act and other laws and regulations are summarized. Suggestions are then offered for 4-H involvement of young people with the following disabilities: amputations or missing limbs, spinal cord injuries, visual impairments, hearing impairments, mental disabilities, learning disabilities, and emotional impairments. Guidelines for recruiting members, volunteers, and parents cover the importance of having a clear mission statement, involving the disability community, making facilities accessible, adapting visual media, using recruitment techniques, soliciting volunteer help, gaining parent support, clarifying parent responsibilities, and setting realistic goals. Ideas are offered for modifying 4-H projects; a project selection checklist is provided and the use of task analysis to evaluate project suitability is suggested. The final section considers games and activities, specifically adapting games, arts and crafts, and performing arts activities. Three organizational resources and a sample member/parent survey are attached. (DB)

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A Perfect Fit

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4-H Involvement for Youth with Disabilities

A LEADER'S GUIDE

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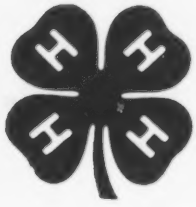

4-H Pledge

I Pledge

My Head to clearer thinking

My Heart to greater loyalty

My Hands to larger service

My Health to better living

For my club, my community, my country, and my world.

4-H Slogan

The slogan to "Learn By Doing" is a belief in a way of learning that allows individuals to practice and use new knowledge and skills. The results can mean the direct application of knowledge and skills to 4-H'ers lives in a meaningful way.

4-H Motto

"To Make The Best Better" is a motto that gives special motivation not to be content with the present but to always strive in making things even better.

4-H Emblem

The emblem is a green four-leaf clover with a white letter "H" on each leaflet. The four "H's" represent the four-fold development of Head, Heart, Hands, and Health.

4-H Colors

It is most appropriate that green and white are the colors used for 4-H. The green in the 4-H flag represents life, springtime, and youth. The white symbolizes purity.

Greg W. Schnepf
Rural Indiana Safer Kids Project Coordinator
Dept. of Agricultural Engineering

Roger L. Tormoehlen
4-H Extension Specialist
Dept. of 4-H Youth
Purdue University

W.E. Field
Professor
Breaking New Ground Resource Center
Dept. of Agricultural Engineering
Purdue University

Financial Support Provided by:
U.S. Department of Education, Grant Number H128A01027;
Indiana Easter Seal Society;
and U.S. Department of Agriculture's
AgrAbility Program, Grant Number 91-EDFA-1-0001

Acknowledgements

The original draft of this publication was prepared by Mary E.S. Whittaker while she was a graduate student in the Division of Special Education at Purdue University with support from the National Institute on Disability and Rehabilitation Research. Her early efforts to help children with disabilities become more actively involved in 4-H are greatly appreciated.

Some of the concepts used in this publication were drawn from an early publication prepared by The Pennsylvania State University's Cooperative Extension Service.

A special thank-you goes to Dr. Edward J. Hamilton, Assistant Professor in the School of Health, Physical Education and Recreation at Indiana University; Dr. Floyd Branson, Assistant Director of Purdue University's Cooperative Extension Service; Lauri Logan, Certified Occupational Therapy Assistant with the Greater Lafayette Area Special Services; and Randy Rutta of the National Easter Seal Society staff for their review of the material and helpful suggestions.

The authors also wish to thank Melissa Deason and Ed Kirkpatrick of the Breaking New Ground Resource Center, Wendy Shelton of Ohio Public Images/Public Images Network, and Donna Wicks of Purdue University's Agricultural Communication Service for their editorial review.

Artwork included in the publication was contributed by Martha Perske, from *Circle of Friends* by Robert Perske. Nashville; Abington Press.

Funding for development and publication of this material was made available by the U.S. Department of Education Grant Number H128A01027; Indiana Easter Seal Society and the U.S. Department of Agriculture's AgrAbility Program, Grant # 91-EDFA-1-0001.

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INTRODUCTION

Approximately 43 million school-aged children in the United States have disabilities. These disabilities encompass conditions that have traditionally hindered children from fully participating in many activities. It is this group of youth that is the focus of this 4-H publication.

The purpose of this guide is to provide 4-H leaders and volunteers with information to assist them in their efforts to assimilate "all" youth into the various programs offered by 4-H. It contains information on the rights of children with disabilities, the nature of disabling conditions, ideas for recruitment, project modifications and other suggestions for working with 4-H members with disabilities. It is hoped that this publication along with related training will increase the number of youth with disabilities who participate in 4-H programs and increase the sensitivity of all 4-H members and 4-H volunteer leaders to the unique needs of persons with disabilities and the contributions they can make when provided the opportunity.

Facts about Disability

According to the Americans with Disability Act, there are approximately 4.3 million Americans with disabilities. This total includes a wide range of disabilities that often restrict or prevent full participation in educational opportunities, recreation, employment, and the mainstream of community life. These include:*

- People with hearing impairments: 22 million including 2 million who are deaf.
- People who are totally blind: 120,000.
- People who are legally blind: 60,000.
- People with epilepsy: 2 million.
- People who are partially or completely paralyzed: 1.2 million.
- People who use wheelchairs: 1 million.
- People with developmental disabilities such as cerebral palsy and mental retardation: 9.2 million.
- People with speech impairments: 2.1 million.

**The Scope of Physical Disability in America* Populations Served: The National Center for Medical Rehabilitation Research.

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4-H and Mainstreaming

4-H and Mainstreaming

The Mission of 4-H

The mission of today's 4-H is to help youth and volunteers in their development through hands-on educational programs, using the knowledge and educational base of land-grant universities. The 4-H mission is accomplished through the direct involvement of youth, adults, and the community.

4-H educational programs are designed to enable young people to become independent and participating members of their family and community by creating experiences to build self-confidence, by developing inquiring minds, by encouraging interpersonal cooperation, by developing concern for the community, and by teaching decision-making through real-life participation.

What Does 4-H Have to Offer?

4-H helps strengthen many life skills including:

Coping skills

- Recognizing self worth
- Relating to others
- Relating to change
- Decision making
- Problem solving

Competency skills

- Acquiring knowledge
- Using science and technology
- Communicating
- Making vocational decisions
- Managing resources

Contributing skills

- Developing leadership
- Taking community action
- Preserving the environment

What Is Mainstreaming?

Mainstreaming is encouraging interaction in social and educational settings, between individuals with and without disabilities. All 4-H'ers benefit from this experience.

What are the Benefits of Mainstreaming?

4-H members with disabilities can develop a greater sense of self-confidence and self-reliance as they successfully interact with other youth, and participate in traditional 4-H activities.

4-H members without disabilities benefit by having the opportunity to interact regularly with youth who they perceive to be different. They learn that youngsters with disabilities are really not so different. They discover that all people have strengths and weaknesses and can do some things better than others. They learn to be less prejudiced and see the whole person with his or her unique abilities, not just his or her disability. All members grow as people by focusing on strengths, developing positive attitudes, and removing prejudices, while attaining a greater sense of achievement and positive self-image. All members can enjoy the benefits of new friendships and shared experiences.

4-H leaders and volunteers benefit by having the opportunity to learn new skills and techniques for working with children who have special needs. Staff can also broaden their own personal experiences and become more accepting and comfortable with people who are perceived to be different.

Terminology

During the past few years considerable attention has been given to the terminology used to describe disabling conditions and to categorize persons with disabilities. The motivation for this effort has been to reduce the emphasis on the disability and increase the focus on the person and his or her abilities. Terms such as "crippled," "dumb," "retarded," and "wheelchair bound" have been replaced with more positive terms. In working with children with disabilities, it is important to build their self-worth by using terms that encourage and build up. *Remember*, the attention should be given to the child, not the disability.*

Some of the most frequently used terms are defined as follows:

• **Impairment** refers to any abnormalities of body structure or appearance, such as an amputation or birth defect, as well as abnormal functioning of the various parts or organ systems of the body, e.g., paralysis/an inability to use an extremity, blindness/a malfunctioning of the visual system, deafness/a malfunctioning of the auditory system.

• **Disability** refers to the consequences of an impairment in terms of the level of functioning (or performance) and activity of an individual. Notice the shift from the condition to the effect the impairment or condition has on an individual's functioning.

• **Handicap** refers to the ways in which an individual is affected by the disability or impairment mentally, emotionally, and socially. It also reflects how individuals interact with and adapt to their surroundings. Some people with severe impairments or disabilities are not handicapped; others with very limited impairments may be severely handicapped.

*The National Easter Seal Society has resource material on the appropriate ways that individuals with disabilities should be represented in print and visual media.

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The Rights of Persons with Disabilities

The Rights of Persons with Disabilities

Public Law 94-142

"No otherwise qualified individual in the United States... shall solely by reason of his handicap be excluded from participation in or denied the benefits of or be subjected to discrimination under any program or activity receiving federal financial assistance."

Public Law 94-142, enacted in 1974, has been successful in stimulating the public school system to restructure itself in an effort to accommodate the special needs of children with disabilities. Mainstreaming programs have been established to provide the full spectrum of formal educational opportunities for any child with disabilities. The results have been most successful and rewarding to those involved.

Public education, however, is not the only need of a growing child. To become a healthy, stable, well-rounded adult, young people also need to be involved in activities unique to their own special talents and interests. For this reason, it is important that those involved in organizations like 4-H be well-informed about disabilities and their implication on 4-H involvement. This awareness allows 4-H to remove participation barriers, to better structure programs and activities that meet the needs of these young people, and most importantly, to nurture and encourage youth from all backgrounds.

ADA (The Americans with Disabilities Act)

The Americans with Disabilities Act, signed into law on July 26, 1990, prohibits discrimination against people with disabilities in employment, transportation, public accommodation, communications, and activities of state and local government. This law has very special implications for 4-H programs since they are sponsored and financially supported by state and local governmental agencies. Therefore, all facilities, services, and communications associated with 4-H must be made accessible, according to specific guidelines.

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Few pieces of legislation will have as much impact on 4-H as ADA. The provisions of the law will affect the selection of meeting sites, construction of future public buildings, accessibility to fairgrounds, and even the type of transportation selected to take 4-H participants to meetings if one of the 4-H'ers has a disability. Because of ADA, everyone involved in 4-H needs to become more sensitive to the needs and rights of those with disabilities.

Other Laws and Regulations

Some communities and states have established special provisions for persons with disabilities. This includes parking privileges, public meeting accommodations, and transportation services. It might be valuable to investigate how local or state requirements affect local 4-H programs.

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Disabilities and Suggestions for Involvement

Disabilities and Suggestions for Involvement

Youth with disabilities manifest their conditions in various forms. Each young person may have one or possibly a combination of disabilities, related conditions, and levels of functioning. Leaders need to take these various characteristics into consideration in choosing appropriate activities for these youth. The following section provides a brief overview of the most common types of disabilities and suggestions for involving youth with disabilities in 4-H activities. Further detailed information may need to be sought by the club leader from other sources. See the Resource section of this publication for places to begin.

Physical Disabilities

Amputations or Missing Limbs

A. Levels and Characteristics

Amputations can involve any of the limbs and in some cases involve more than one. Functional limitations generally depend upon the location of the amputation and characteristics such as age and the use of prosthetic limbs. In a world that is so much designed for persons with two hands and two feet, an amputation can present numerous obstacles.

B. Suggestions

1. Almost every imaginable activity has been adapted for individuals with amputations or missing limbs; this includes baseball, piano playing, golf, fishing, and driving a tractor. If a task is encountered that proves difficult, contact a local physical or occupational therapist for possible solutions.

2. Physical activities should be encouraged and designed to exercise as many muscles as possible including those on affected limbs.

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3. Encourage the individual to come up with their own adaptations and methods to accommodate for a missing limb. Personally developed solutions are often more effective and not as readily rejected.

4. Watch for falls as balance might be a problem when body weight is not equally distributed.

5. Some individuals with amputations are extremely sensitive to cold weather. Often the stump requires extra protection from the cold.

Spinal Cord Injuries

A. Levels and Characteristics

1. **Paraplegia** - a condition in which the lower portion of the body is paralyzed and the individual has use of only the upper torso and arms.

   • *Characteristics:* Uses wheelchair and/or possibly crutches with leg braces.

   • *Possible causes:* Amputation, polio, spinal cord injury, cerebral palsy, multiple sclerosis.

2. **Quadriplegia** - a condition in which there is greater paralysis and the individual may have limited or no use of the upper torso and/or hands.

   • *Characteristics:* Uses wheelchair as only means of mobility (wheelchair most likely is battery operated).

   • *Possible causes:* Mid- to upper-spinal cord injury.

B. Suggestions

1. Remember that persons who use wheelchairs are generally able to participate in a wide range of activities from gardening to flying planes. Don't make assumptions concerning possible limitations.

2. Facilities need to be accessible (without architectural barriers). Facilities should have ramps, elevators, wider doors, etc.

3. Adaptive equipment, such as lowered work benches or a sewing machine that has a modified foot-operated control, may be needed for some activities.

4. Physical activity should be encouraged and should be designed to exercise as many muscles as possible.

5. Note that people who use wheelchairs may be able to move independently. Always ask before moving or attempting to move a person.

6. Watch for signs of fatigue and tiring. Allow for rest periods. This is especially true in hot weather when overheating might be a problem for individuals with spinal cord injuries.

7. Watch for hot or cold objects. If a metal chair is left in the sun and becomes hot, a person who uses a wheelchair might sit in it and burn himself without knowing it.

8. Provide a wide range of activities that are not physically related.

9. Adapt game rules to allow additional attempts or extra time (if needed).

10. Use lighter equipment, slow down moving objects, reduce size of playing area, increase number of players, lower the net, etc.

11. Avoid slippery or waxed floors.

12. Ask what help is needed rather than assuming a person needs help.

Visual Impairments

A. Levels and Characteristics

1. **Totally blind** - Complete loss of vision including light perception. Is mobile with guide dog, cane, electronic aids; possibly reads Braille; and probably uses other senses to fullest extent to compensate. The number of totally blind individuals is low compared to the number of those who are partially blind.

2. **Partially blind** - Has light perception and can see shapes and shadows but no details. Most have some degree of vision. Possible conditions of partial blindness include some of the following.

• Cannot see straight ahead, but has peripheral vision. Individual is mobile without aid, reads regular print, has limited depth perception, and requires few adaptations.

• Cannot see peripherally, but has vision straight ahead. Individual is mobile, may use cane, and can read large print books and use magnifying aids, but close work is difficult.

• Blurred vision (cataracts). Individual is mobile without aid and needs large print.

• Lack of control of light entering eye. Individual is mobile but needs dark glasses to protect eyes from excess light.

B. Suggestions

1. Always ask before helping. The person will tell you how you can help.

2. Always identify yourself when you enter a room.

3. Do not raise your voice when you talk. A person with a visual impairment can usually hear very well. Use normal vocabulary and talk directly to the person, not through a third person. Also use the words "see" or "saw" in a normal context.

4. Give directions as clearly as possible; use right, left, front, back, up, and down.

5. If you walk with a person who has a visual impairment, let him take your arm. Do not push or pull.

6. If you help seat a person with visual impairment, put his hand on the back of the chair. He can easily seat himself.

7. Do not leave doors ajar. This can be an obstacle for the person.

8. Try to keep a room arrangement constant. If the room is rearranged, describe the changes to the person.

9. If you take a person with visual impairment to a new place, do not leave them alone. It may be difficult for them to find their way.

10. If you transport a person with visual impairment, orient him to your car by guiding his hand to the seat, door, handle, roof, etc.

11. Maximize as much as possible the involvement of the other senses - hearing, touching, smelling, and tasting - in activities.

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12. Demonstrate activities with adaptations using the other senses.

13. Walk on the opposite side of the cane. If the cane is on the right side, walk on the left side of the person.

14. Do not distract a guide dog. Ask permission to pet or talk to the dog.

15. In many larger communities, individuals with visual impairments have access to electronic print readers that either greatly increase the size of the text on a screen or actually read the text out loud. This would allow for the use of existing 4-H project materials with few modifications.

Hearing Impairments

Individuals with hearing impairments have a limited degree of hearing under average circumstances. In some cases, the hearing loss is corrected with the use of electronic hearing aids and few problems are encountered during most activities.

A. Levels and Characteristics

1. **Profound** (deaf) - Cannot clearly understand very loud speech, may hear loud sounds and feel vibrations, relies on vision, may know sign language and lip-reading, and may not talk.

2. **Severely hard of hearing** - Understands amplified speech and speech that is one foot or less away, and may have speech and language impediments.

3. **Moderately hard of hearing** - Speech must be loud and close for a person to hear and understand. Conversation should be directed to the person.

4. **Mildly hard of hearing** - Conversation is understood if the speaker is within three to five feet and facing the person with a hearing impairment; may have limited vocabulary and speech problems.

5. **Slightly hard of hearing** - Has difficulty in hearing soft, distant speech; may have some vocabulary and pronunciation problems.

B. Suggestions

1. Face hard-of-hearing person directly; if he is sitting, sit to talk; if he is standing, stand. Do not talk when your back is to the person (such as when writing on a blackboard).

2. Keep your hands away from your face while talking.

3. Reduce background noises when carrying on a conversation.

4. Try not to eat, chew, or smoke while talking.

5. Get the person's attention before starting to speak. Stand in front of him or touch him on the shoulder to get his attention.

6. Use a vocabulary level the person can understand without shouting. Speak slowly and distinctly.

7. Make sure the sun is not shining in the eyes of the person; he may have difficulty seeing your lips or hands when signing.

8. If a person has difficulty understanding something, find a different way to say it rather than repeating the same words over again.

9. Use as many visual aids (pictures, objects, demonstrations) as possible.

10. Place a person with hearing impairment in the front of the room, close to the speaker.

11. Use gestures and symbols for various commands when possible. For example, a raised hand requests silence. (If young people see your hand raised, they know to stop talking.)

12. Other abilities are usually not affected. Maximize the involvement of the other senses.

Mental Disabilities

A term describing the characteristics of persons who have below normal intellectual functioning and are deficient in adaptive behavior. This group often does not have the skills needed to independently adapt to their environment. These traits are especially evident during the developmental period, consequently, this group is sometimes referred to as developmentally disabled.

It should be noted, however, that being developmentally disabled does not necessarily imply below normal intelligence. Another term used to describe mental disabilities is mental retardation.

A. Levels and Characteristics of Mental Disabilities

1. **Mild/Educable** - A term referring to individuals who generally can learn academic skills and become self-sufficient.

IQ between 50 and 70, with adaptive behavior consistent with IQ.

2. **Moderate/Trainable** - A term referring to individuals who have limited success in basic academic skills and who usually require controlled work and living conditions.

IQ between 25 and 50, with adaptive behavior consistent with IQ.

3. **Severe** - A term referring to individuals who can perform routine tasks and can be partly self-supportive with appropriate supervision.

IQ between 15 and 25, with adaptive behavior consistent with IQ.

4. **Profound** - A term referring to individuals who require complete care and supervision.

IQ below 15, with adaptive behavior consistent with IQ.

B. Suggestions

(See also the next section on developmental disabilities.)

1. Every child who is determined to be developmentally or mentally disabled is required to have an Individual Educational Plan (IEP) that is regularly updated by the local school. A contact with the youngster's special education teacher could provide an opportunity for certain 4-H activities to become part of his or her educational plan.

2. Encourage full participation in all activities. All children need to be given the opportunity to stretch and grow through the challenges offered by 4-H activities. A youth who is disabled can do more than might be expected. Many of his or her limitations are due only to the fact that he or she learns more slowly.

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3. Be firm and use behavioral modification techniques when needed, but also be quick to praise. *Be consistent*!

4. Plan activities so everyone has the chance to succeed and be good at something; success is necessary; success builds *self-esteem.*

5. When appropriate, alternate between action and quiet activities to avoid over-stimulation. Bring one activity clearly to an end before starting a new one.

6. *Repetition is imperative* for learning.

7. Demonstrate as much as possible. Speak clearly and use gestures.

8. Task analyze projects (discussed later), then teach skills starting with the very simple and go in progressive steps to the complicated.

9. Introduce rules only as needed. Do not give too much detail. *Be consistent* with reinforcement.

10. Foster independence and feelings of mastery and accomplishment.

11. *Allow enough time for a child to do things for himself, even though it may take longer.*

12. Remember, each person has a chronological age, a mental age, an emotional age, a social age, and a given level of physical activity. They may be functioning at different levels in each of these categories.

13. A youth who has a mental disability strives more for individual success than team success. Work with the child to develop skills of cooperation and social interaction. (The child also develops more slowly than his peers and may be functioning in some areas below which you are accustomed.)

14. Definitely involve the youth in physical activities. Do not use competition, but offer a wide range of activities to develop skills in many areas.

Developmental Disabilities

Disabilities that hinder social, intellectual or cultural development that may be either physical or mental. This group of children is sometimes referred to as developmentally disabled.

A developmental disability does not necessarily imply below normal intelligence. For example, physical conditions such as epilepsy, cerebral palsy, and muscular dystrophy do not generally involve cognitive limitations but can severely impact the individual's personal development. General characteristics of this group include:

- Shorter attention spans - Attention span of a child who is developmentally disabled is usually shorter. If a task is too challenging or long, the child might lose interest quickly and become distracted.
- Enjoys games, stories, etc. - A child who has developmental disabilities sometimes seems more interested in games, stories, songs, and jokes.
- Learns more slowly - A developmentally disabled child learns more slowly. He or she may need to repeat a certain task many times before performing it correctly.
- Poor motor coordination - A child who has developmental disabilities often has poor motor coordination. The child may run slower or have problems in jumping, hitting, throwing, or catching a ball.
- Easily frustrated - Since a child with developmental disabilities has trouble learning new things, he or she may experience frustration. This frustration may be expressed in ways that disrupt the group.
- Poor independent working skills - A child who has developmental disabilities often is not good at working independently and may need to be supervised.

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Learning Disabilities

A. Levels and Characteristics

A child with a learning disability exhibits a discrepancy between his or her ability to learn and his or her actual performance. The child's IQ is average or above, but performance in one or more of the following areas is below average.

1. *Cognition Skill Areas* - Basic skills (reading, math, writing) may be below average. Language skills (speaking, thinking, writing) may be underdeveloped.

2. *Perceptual Skill Areas* - May have difficulty with right and left, andup and down, and may have difficulty understanding what is heard.

3. *Motor Skill Areas* - May be hyperactive or excessively inactive, might lack physical coordination and flexibility, and might be very spontaneous.

B. Suggestions

1. Give directions one step at a time.

2. Break down the planned activity into specific small steps (task-analyze), then teach the steps building systematically from simple to complex.

3. Demonstrate using a multi-sensory approach (combination of hearing, seeing, and doing a task) whenever possible.

4. Give lots of praise; build positive self-concept and self-esteem.

5. Keep graphs or charts of steps completed on projects so that progress is visible.

6. Stress areas of strengths, not weaknesses, when talking about a child's problems.

7. Do not emphasize competition.

Emotional Impairments

A. Levels and Characteristics

Emotional impairments are characteristics of children who generally exhibit socially unacceptable behavior and an inability to handle normal activities or situations acceptably. There are two general categories of emotional impairments.

1. *Aggressive behavior* - The child may be impulsive; may not consider consequences of a behavior; be verbally and physically aggressive; may defy authority; may be quarrelsome, demanding, and attention-seeking; and may be potentially destructive to self, others, and/or the environment.

2. *Withdrawn behavior* - The child may lack the ability and/or energy to pay attention; may be fearful, timid, shy, submissive, and have little social interaction. The child may daydream, be unhappy, have obvious low self-esteem and have little awareness of the environment, other people, and/or tasks.

B. Suggestions (Aggressive behavior)

1. Be aware of the child's medication and its effects.

2. Remember that emotional conflict is taxing and energy draining.

3. Balance active and passive activities. For example, plan a running game followed by an activity where the youth are sitting.

4. Set clear, concise, and reasonable rules for behavior with the group before starting an activity.

   - Discuss rules and consequences.
   - Be consistent in enforcing rules.

5. Reinforce all positive behavior immediately.

6. Provide a structured environment with reduced stress.

7. Ignore negative behavior initially. If it persists, give a warning. Then, enforce the consequences. Provide clear cues or guidelines for appropriate behavior.

8. Attack the behavior, not the child. Say "loud talking makes it hard for me to talk to the group," not "you are bothering me, please be quiet."

9. Stress cooperation rather than competition.

10. Provide opportunities to release tension and energy in acceptable ways through physical activities, exercise, and relaxation techniques.

11. Incorporate areas of strength and interests of the child into activities.

12. Clearly end an activity before beginning a new one.

13. Be honest and nonjudgemental. Allow sharing time for common interests, abilities, and feelings.

C. Suggestions (Withdrawn behavior)

1. Be aware of any medication taken by the child and its effects.

2. Ask questions about the immediate environment to keep the child's focus on the present. Ask the child what he is doing now, what a speaker is saying, etc.

3. Secure the child's attention before giving directions. Ask the child if he is ready for the directions or touch him on the shoulder to ensure you have his attention.

4. Make directions clear and concise.

5. Provide structure and routine. Try to do activities during the meetings in the same order each week.

6. Be honest and discuss the youth's behavior with him.

7. Provide activities that create success and positive attention from the other participants.

8. Provide immediate feedback and positive reinforcement for good behavior.

9. Balance active and passive activities. Plan a running activity followed by a sitting activity.

10. Allow time for sharing feelings.

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Recruiting Members, Volunteers, and Parents

Recruiting Members, Volunteers, and Parents

Recent surveys of County Extension Service staff have shown that there are very few youth with disabilities involved in 4-H programs. For whatever reason, these youth and their parents have not become aware of the opportunities offered by 4-H or have not found their experience with 4-H meaningful enough to remain active.

It is apparent that efforts must be made to step up the process of informing the public that 4-H is open to all youth, including those with disabilities. Furthermore, efforts need to be made to find creative ways to integrate children with disabilities into traditional 4-H activities that presently contain barriers to their full participation.

Clear Mission Statement

The entire community, including non- 4-H groups and parents, need to know that 4-H is for *all* youth and that 4-H is committed to the concept of mainstreaming. This commitment should be reflected in the local mission statement and policies affecting 4-H programs.

Involvement from Disability Community

To ensure that programs are designed to meet the needs of youth with disabilities, there should be involvement from the disability community in the planning and implementation of these programs. An effort should be made to appoint an individual with a disability to the local 4-H Council or Extension Board.

Facility Accessibility

There is no quicker way to exclude individuals with disabilities than to hold meetings and public events in non-accessible buildings or facilities. Care should be taken to ensure that a set of steps or a hilly camp site do not prevent participation by those you wish to serve. The location of the meeting site should be carefully selected. People with disabilities need to know that the site is accessible before arriving. Be sure to find out the needs of your membership and then consider the following.

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- Access to site/building.
- Restroom facilities.
- Transportation needs.
- Special equipment needs (chairs, tables, lower counters, special lighting, elevators, etc.).

If the membership is unable to participate fully because of the meeting location, a change of site must be considered. Barriers need to be removed to maximize the participation of youth with disabilities.

Visual Media

A picture is worth a thousand words. Including children and adults with disabilities in public relation activities, posters, brochures, and media releases clarifies and demonstrates a commitment to serving individuals with disabilities. This step allows other youth with disabilities and their parents to see that 4-H is open to everyone. However, permission should be obtained from individuals or parents before using their picture in material for distribution.

Recruitment Techniques

Several other recruitment techniques can be effective for recruiting new 4-H members and allowing the community to see what 4-H is doing for young people.

- Public and private schools are excellent locations to speak with students and distribute information. It is important to speak first with the superintendent to secure permission before contacting individual teachers.
- Speak to principals collectively during one of their regularly scheduled meetings. Their understanding and support is necessary.
- Contact the district special education department/director.
- Contact special education teachers (with permission from the appropriate school authorities).
- Give community talks to parent and/or student groups with slides, displays, and videos showing 4-H in action.

• Distribute brochures to schools, shopping centers, fairs, trade shows, or to student and/or parent groups about 4-H and who to contact in order to join.

• Place notices in school newsletters.

• Place posters, displays, or demonstrations in public places such as malls, fairs, libraries, churches, and stores to make 4-H more visible to the community. Include what 4-H is and does, and who to contact for more information.

• Place notices on Public Access Cable Television (if available).

• Make guest appearances on local evening television news programs (if available). This also could be done on a local radio station.

• Members informing other members is one of the most powerful recruiting methods. Tell the members in your club to spread the word about 4-H among their friends.

• Articles in newspapers share what the 4-H club is doing, thus making the 4-H program more visible to the public.

Volunteer Help

When membership has been solicited, it is essential to have adequate help, especially if enrollment is high. Members and their parents are an excellent place to begin looking for volunteer help. (A sample member/parent survey is supplied at the end of this publication.) Using the survey may assist in locating help for your own club and new club members. It also helps determine the various interests/skills of parents and members. Volunteer bureaus, schools, churches, retirement homes, and local fraternal organizations also are excellent sources for volunteers. Volunteers need to know exactly what is expected of them and their responsibilities with respect to any 4-H member with disabilities.

When recruiting volunteer help, do not overlook persons with disabilities. Their input is helpful in designing successful programs for young people with disabilities.

Many communities have formed advisory committees to increase the public's awareness of disability issues. Their input could be helpful in identifying potential members, volunteer leaders, and assessing facilities.

With a meeting site identified and volunteers secured, it is important to get to know your member(s) with disabilities as well as any other new member(s). Set aside some time to meet the new member and family.

When approaching parents, try to convey an attitude that says 4-H desires to respect, understand, and empathize. If asked properly, parents are usually more than happy to offer helpful information, give suggestions, and be very candid concerning their child's condition. Parents can be the greatest source of information and help, if approached properly.

The child's Individual Education Plan (IEP) also may be available to you through the parents' permission. It is an excellent source for leaders to use to learn more about their members with disabilities. Included in the IEP are a student's long- and short-term goals for a year. Also, learning strengths and weaknesses often are included, as established by the local school system. The 4-H program can reinforce skills the youth has obtained at school, which can supplement the mainstreaming process.

Parents of a student with disabilities may be willing to serve as volunteers for the 4-H club. Their expertise and experience with their child offers invaluable information to those involved in the club. Their enthusiasm also may be a public relations aid and result in greater numbers of youth with disabilities becoming involved in 4-H activities.

Gaining Parent Support

Although many parents are anxious to help and volunteer their services and support to the 4-H club, some are not. Ideas for gaining parent support are listed below.

- Explain the 4-H program and your club activities to the parents.
- Talk with the parents and encourage them to help.
- Send projects home so the parents can see what their child is accomplishing in 4-H.
- Ask the parents for their help with an activity, especially if they have expertise in that area.
- Call parents on the telephone or talk with them after meetings to share information regarding their child's progress.

- Administer a parent survey to discuss activities and talents. Then ask them to participate in those areas (sample survey included at end of this publication).
- Send a letter home to the parents; include your plans, dates, a list of needed help from the parents, and your club's accomplishments. Follow up with a monthly newsletter or calendar of events.
- Buy tickets to an activity and ask parents to provide transportation.
- Explain the activities to the parents to help them understand your intentions.
- Get to know the parents as friends.
- Show interest in and respect for the youth with disabilities.
- Help all 4-H'ers feel successful.
- Be willing to listen to parents and youth with disabilities in order to help prevent problems and frustrations.
- Ask for advice and support. Be willing to try another way.

Once involved, parent volunteers have a desire to be busy. Lack of responsibilities and duties for a parent may be regarded as lack of need or interest. Below are specific activities parents can do to help, as suggested by other 4-H leaders. (Be sure to rotate responsibilities between parents.)

Parent Responsibilities

- Provide refreshments at a meeting.
- Provide transportation to and from the meetings.
- Provide transportation for field trips.
- Help with projects at the meetings.
- Help with projects at home.
- Provide a meeting place.
- Encourage the child to take part in the 4-H program.
- Become an assistant 4-H leader.
- Be present at the 4-H fair during judging.

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- Help plan a pizza party or picnic.
- Explain the child's disability and its implications to the leader.
- Help raise money for the 4-H club.

Don't forget to express appreciation to parents and other volunteers through:

- A simple verbal "thank you";
- A special card mailed expressing appreciation;
- A special "volunteer recognition evening"; or
- A small, but meaningful gift.

Setting Realistic Goals

As a leader, you should be establishing goals for each of your members. For a member who has disabilities, this is much more of a necessity. Work closely with the youth to establish realistic goals and projects. Mainstreaming shouldn't cause a change of activities. It may necessitate slight modifications. While it is necessary to understand the nature of various disabilities, it is more important to plan for the children's capabilities.

- Allow all children to help plan activities.
- Challenge children - "Let's see if we can do it."
- Don't be afraid to discuss failures.
- Some children learn more slowly than others. Don't be afraid to slow down.
- Teach others in the club about disabilities.
- Consider everyone's needs.
- Modify activities only as needed.
- Encourage members with disabilities to take leadership roles.

4-H Projects

4-H Projects

4-H projects provide an excellent way to develop new skills and learn more about the world around us. Leaders who have worked with youth who have disabilities have found that most 4-H projects can be successfully modified to accommodate almost any disability; some include:

- animals
- crafts
- flowers
- food preservation
- gardening
- government
- latch hook
- nutrition
- posters
- sewing
- weather
- wildlife
- woodworking
- ceramics
- entomology
- food
- forestry
- genealogy
- health
- models
- photography
- rabbits
- strawberries
- weeds
- windowsill gardening

Project Modifications

With creativity, any project can be modified for a youth with disabilities. Do not be afraid to try new methods and to make modifications. A person knowledgeable in different areas of disability (teacher, occupational therapist, counselor, etc.) can give pointers on how to adapt projects.

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Sample Project Adaptations

Gardening

If a youth uses a wheelchair or cannot easily reach the soil, try raising the garden. Raised beds can put the garden within reach of a person in a wheelchair. Vertical and container gardening help make harvesting and care easier for those with limited mobility. A wide variety of vegetable plants have been developed for container gardening and even dwarf fruit trees put fruit raising in reach of someone in a wheelchair.

Animals

Raising and showing animals can be a good project for a youth with a developmental disability. A tame breed of animal is best and an adaptive method of feeding can be implemented. For example, if the animal is a rabbit, the youth can learn that a certain cup size of food is sufficient. By raising an animal, the youth can learn responsibility and care, and observe its growth.

Food

This project area can be easily adapted to fit the need of the youth with disabilities. An easy recipe with premeasured ingredients (e.g., a bag of chocolate chips) would allow a child with developmental disabilities to bake a food product. Another good adaptation is no-bake cookies so that an oven or microwave are not involved in preparation of the food.

Woodworking

A project can be adapted to allow a youth with disabilities to assemble a useful item. Pre-cut and drilled pieces can be sanded, glued, and assembled by the youth. Some youth may be able to utilize simple hand tools such as a hammer, screwdriver, or hand saw. Having a finished sample of what a completed project should look like serves as a model for the youth.

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Collecting

Forestry, Insects, Weeds

Various collection projects can be adapted to allow participation by youths with disabilities. Collecting specimens can be visually identified with the use of labeled examples or charts.

Clothing

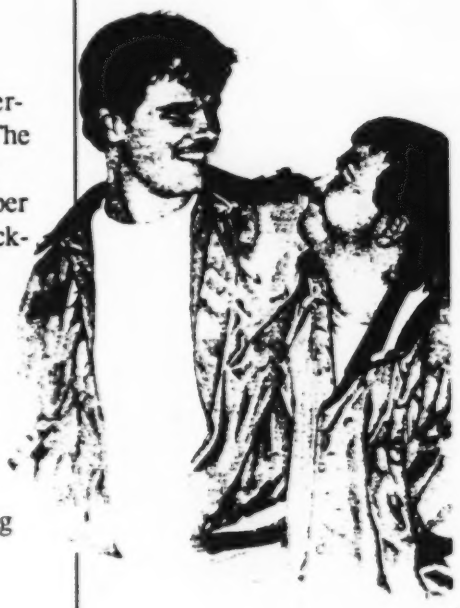
A youth can assemble a basic sewing kit. The youth might prepare clothing adapted to his needs. An example is putting a zipper in a pant seam to make pants easier to pull on over a brace, or substituting velcro for buttons to allow easier manipulation of a garment when dressing or undressing.

Project Selection Checklist

Remember that selecting a project is an individual choice when considering the capabilities, interests, limitations, and situation of the 4-H'ers. The Project Selection Checklist shared by Marcia C. Beppler, 4-H Program Specialist, Pennsylvania State University, is a good aid for a 4-H member to use in deciding on a project. If all the questions in the following checklist are answered affirmatively, then the project is appropriate for the 4-H member.

Does the project:

- √ Interest the 4-H'er?
- √ Create enjoyment?
- √ Start where the young person is now?
- √ Allow immediate accomplishment...something tangible; something the youth can do and see?
- √ Assure that the 4-H'er succeeds?
- √ Include tasks which become increasingly more challenging?
- √ Require a reasonable amount of supplies and equipment?
- √ Include activities that can be practiced with 4-H club members and at home?



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√ Have content that parents can easily understand?

√ Adapt to the youth's specific needs and abilities?

(For example, directions can be modified for a youth with a visual impairment; a project can be explained step-by-step orally or by demonstration for a youth with a mental impairment; the number of requirements can be decreased for a youth with a physical disability who tires easily or doesn't have necessary transportation.)

√ Help prepare older youth for employment through skill, knowledge, or attitude development?

Task Analysis

After a project has been selected the individual teaching the project area must decide how to present the project skills. When working with youth with disabilities, the material might need to be presented step-by-step.

Breaking down a skill into its individual and achievable parts in a step-by-step method is task analysis. Presenting a project that has been task-analyzed helps a youth work on one step at a time until that skill is achieved. He then moves to the next skill and works at that step-by-step until it is achieved. Learning one skill at a time helps the youth succeed part by part, motivating him to complete the project.

A short example of a project that has been task-analyzed follows:

Baking chocolate chip cookies

Skills to be taught step-by-step might include:

1. Reading and using measuring cups.
2. Reading and using measuring spoons.
3. Identifying and measuring each ingredient.
4. Naming and using each needed utensil and baking item.
5. Setting the oven temperature.
6. Counting and dividing the cookies.

Each one of these six steps could be broken down further. A checklist of skills is helpful so that the youth can mark off each skill as he achieves it. The progress made is then visible to the youth throughout the project.

Solutions to Unique Situations

Several unique situations can arise when working with youth with disabilities. In this section, you find some solutions. Remember that each youth and each situation is unique; thus, finding an alternative solution might be more appropriate. Obviously, you should try to plan ahead. The following are some potential problems and creative solutions.

- *A 4-H member has difficulty memorizing the 4-H motto or is unable to say it.*

  Provide hand or verbal cues to help the youth if he forgets a part. If youth cannot talk, let them recite the motto using sign language, a word board, pictures, paper and pencil, etc.

- *A 4-H member needs to complete a project manual in a non-traditional way.*

  Allow the youth to tape-record the information, dictate the information to someone else to write in the book, or computerize the information.

- *Parents do not allow their child to attend outside activities.*

  Talk to the parents on the phone or in person and explain the event to them in detail. Allow them to ask questions. Share with the parents what their child will gain from the outside experience. Ask the parents to join the club in the activity or tell them you need their help.

- *Parents are apprehensive about certain physical activities.*

  Personally explain to the parents the physical activity their child will be doing. Share with the parents the safety measures that will be taken. Invite the parents to join the activity and reassure them no harm will come to their child.

- *Parents interfere with their child's project or activity.*

  Express to the parents that the purpose of the project or activity is to provide an opportunity for the child to grow and learn. Therefore, the child should do the work so that he can feel the pride of accomplishment while learning something new.

- *A child is disruptive in club activities.*

  Set rules that the children are to follow and be consistent in enforcing these rules. Consequences for breaking the rules should be established and carried out if needed. When a child becomes disruptive, ignore the behavior (if possible). If the behavior persists, give a warning. If that does not work, then carry through with the consequences. When dealing with the child, attack the behavior, not the child. For example say, "Loud talking bothers me. Please talk more quietly," rather than saying, "You are bothering me. Please talk more quietly."

- *A child has a short attention span.*

  Plan activities so that they are not too lengthy. Make sure an activity is brought to an end before moving to the next. Try to have plenty of activities to prevent lag times. Provide both active and passive activities to help keep balance in the child's behavior.

- *A child acts withdrawn and does not participate.*

  Try peer help. Ask a group of other 4-H members to make an extra and sincere effort to include the withdrawn child and to help him or her feel a part of the club.

- *Parents protest too much about what their child cannot do.*

  Tell the parents that their child can accomplish a great deal with a little positive reinforcement. Share what the child has accomplished in 4-H and that the child can do more than originally thought.

- *A 4-H member refuses to participate.*

  Ask the child to sit to the side and watch. Tell the child that when he or she is ready to participate, he or she may join everyone. Then proceed with the activity. More than likely, the child will join the activity when he or she sees that he or she is not getting any attention and that everyone else is having fun.

- *A child with a disability joins your club. You need information about the child's disability.*

  Seek information and advice. Talk to the child's parents or guardian, school teacher, doctor, or an agency or organization that deals with the disability. Do not be afraid to ask any questions about the child, the disability, or any of your concerns. The more you know, the more

comfortable you will be with the child and the more successful your 4-H program can be for everyone!

- *Other 4-H members tend to tease the members with disabilities.*

  Depending upon the situation, in the presence or absence of the youth, talk honestly to the 4-H members about the impairments and resulting difficulties. Ask the members to be more understanding and sensitive to the differences. Point out the similarities between youth with and without disabilities. (e.g., desire to learn, feelings, longing to be included). If the teasing continues, discipline the children using the established rules and consequences.

- *Having youth with disabilities involved causes changes in the meetings.*

  Plan for these changes. Do not completely restructure the club. However, allow for some adaptations. For example, allowing a longer time for an activity or cutting the activity down so it can be completed in the allotted time might be possibilities. The fact that the youth are learning and socializing is the important thing!

- *Sometimes youth with disabilities need instructions repeated before they understand.*

  Plan instructions so that visuals or demonstrations along with your verbal instructions are included. Many children with and without disabilities need to see a model of what they are to do. Task-analyze and plan the instruction in small hierarchical steps where the youth must complete one step before moving on to the next. (Refer to the Task Analysis section for an explanation and example.) In some cases, assistance from another parent or volunteer is needed to work with the child separately.

- *A youth with disabilities has set personal goals that may be difficult to obtain.*

  Talk with the youth and explain why the set goals might be unrealistic at the time. Be prepared with another goal suggestion that might be more realistic for the youth to obtain. Be positive about the youth's strengths so that the child does not feel inadequate.

- *Field trips can be a challenge.*

  Field trips will not be a problem if some initial planning is done. Make sure that enough transportation is provided so that youth using wheelchairs or other adaptive equipment have plenty of room for themselves and their equipment. Call ahead and ask about accessibility so that everyone knows what to expect. Allow extra time for youth that need more time to travel from one place to another.

- *Transportation can be challenging.*

  Again, plan ahead. Make sure there is enough available space for youth and their adaptive equipment. Know how to properly fold and unfold wheelchairs so they fit into a car. Ask other club members to help in loading and unloading the equipment.

- *Buildings are inaccessible.*

  Make sure that the meeting place is accessible for all members. If it is not, modifications need to be made in the structure, or another meeting place obtained. In many rural settings, it can be assumed that not all facilities where activities take place are accessible. This does not mean that a child should be omitted. Consider temporary accommodations or improvise.

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Games and Activities

Games and Activities

Throughout the year, games and activities may be a part of meetings. At times, the thought of involving members with disabilities in such activities can cause stress. This does not have to be the case. Games are one of the most versatile forms of recreation and virtually any game can be modified to accommodate a child with a disability. Some games provide physical activity while other games provide social interaction and mental exercise. Regardless of the type of games or the outcome, all games provide the setting in which an essential element of life is learned - *Good Sportsmanship*. Good sportsmanship is useful not only in recreational activities but also in everyday life.

Through participation in games children with and without disabilities learn to:

- take turns
- accept defeat, lose
- be a leader
- make decisions
- cooperate
- try new skills
- accept boundary limits
- be eliminated according to rules
- respect the right of others
- observe rules
- get along with others
- improve old skills

Informal games are games that are played with a few simple rules. No one player is in the most active part for very long. This may be very desirable when participants have mental or emotional disabilities.

Games and Activities in which Young People with Disabilities Can Participate

Line games (Red Light)

Ten to 15 players stand on starting line and "it" stands approximately 30 feet away with his back turned and eyes closed. "It" counts out loud to 10 and then says "Red Light." He then turns so that he can see the players. As "it" starts to count, players walk, run, or wheel toward "it" but must

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not be seen moving by "it" when "it" turns. All who are seen moving are sent back to the starting line.

The action continues until some player advances close enough to touch "it." This player is the next "it." Wheelchairs can be pushed by other children if a child is unable to wheel the chair. Children who do the pushing should be cautioned not to push too fast or stop too suddenly.

Circle games (Fox and Squirrel)

Ten to 20 players form a circle, either sitting or standing. Objects such as toy animals, bean bags, or rubber balls are given to two players opposite each other in the circle. One player has the fox and the other has the squirrel. At the signal "Go," players pass the fox around the circle, trying to overtake the squirrel. The fox may change direction at any time. The squirrel must be careful to change direction as well or be overtaken by the fox.

Relay races (Bean Bag Toss Relay)

The players sit or stand in line formation, with an equal number on each team. A large circle is drawn on the floor or ground approximately 10 feet in front of each line. If the children have difficulty in moving about, a "runner," who stands at the circle, should be provided by each team. The first player of each team has two or three bean bags. At the starting signal the two players try to toss the bean bags, one after the other, into the circle. One or more points may be given for each bag resting in the circle or on the line. After the last bag is thrown, the player or "runner" for the team picks up the bean bags and gives them to the second player in line. After all players have thrown the bags, the team with the highest score is declared winner. Extra points may be given for the team that finished first.

Individual and partner games

These are great because they can be enjoyed at any skill and participation level. Interests and skills may develop into a lifetime activity. The element of competition provides participation in contests, a chance for making friends, and a chance for individual achievement and success.

Archery

Shorten the distance to the target. Use lightweight bows. Place members who use wheelchairs in a diagonal toward the target to allow greater space for the bow. Smaller bows and arrows with suction cups should be used when playing indoors.

Badminton

Increase the number of players to four on each team, if all players are in wheelchairs. Substitute balloons for the shuttlecock and table tennis paddles for regular rackets.

Bicycling

Children with heavy braces can ride on the back seat of tandem bicycles. For safety, strap their feet. Children who are blind also enjoy bicycles built for two.

Boating and canoeing

Most children have a fascination with the water. Boating provides contact with the water, movement and participation. Rowboats are preferred over canoes. Encourage safety measures, wear life jackets, and be alert.

Bowling

One or two hands or feet may be used to roll the ball. One may stand, sit in a chair or on the floor, kneel, or lie on a bed to play. Substitute lighter weight balls. There are adaptive aides to assist disabled bowlers. Many teams for bowlers without sight are organized throughout the U.S.

Croquet

Use plastic equipment as it is easy to manipulate. Crutches could be modified to be used as mallets. Allow more space between the wickets near the stakes for players using wheelchairs.

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Fishing

Drop lines or throw lines may be easier for youth who have difficulty with hand coordination. Some locations have wheelchair accessible fishing piers.

Golf

Many adaptations are available, including putting and driving, clock golf (see below), miniature golf, and others. Persons using crutches may have to drive with one hand or from a seated position. Persons using wheelchairs may need a longer handle for driving. Using a plastic golf ball may help those who have little strength in their hands and arms.

Nature hikes

More and more accessible nature trails are being developed each year. These trails provide outdoor experiences and an opportunity to participate in nature studies.

Clock golf

Clock golf has been most popular with groups of persons with severe handicaps. It is essentially a putting game and can be played in small spaces such as backyards, lawns, or grounds. A circle, 20 to 24 feet across, is drawn on the ground. Twelve numbers or markers are placed at regular intervals, representing the 12 numerals on the face of a clock. The markers can be tin cans with numbers painted on the bottoms and set into the ground so that they are flush with the surface. The putting hole is placed off center, within the circle, so that the distances vary for each shot.

The game consists of getting the ball into the hole for each numeral, starting with the one o'clock marker and so on around the clock. The object is to "hole out" from each successive numeral in the fewest number of putts. When everyone has played around the clock, the player with the lowest number of putts wins. Contestants may play independently or with partners.

Horseback riding

With assistance, everyone can enjoy this sport to some degree. Riding helps youth grow physically and psychologically. In many areas of the country special riding clubs have been formed specifically for interested individuals with disabilities. See the Resource section.

Table tennis

Using larger paddles or a shield along the edges of the table helps to prevent balls from bouncing off the table. Use an underhand shot to start the volley. Have someone who can move fast retrieve balls. For variation, have players blow the ball across the table. It's like table soccer and is fun!

Shuffleboard

Use a foot to push or kick puck. Shorten or widen playing distance.

Swimming

The American National Red Cross has done much work with programs for persons with disabilities. Contact your local chapter.

Team Sports

Team games and sports give youths with disabilities an opportunity to participate as important members of an organized group. As such, responsibility, cooperation, and rules play a key role. The spirit of competition is unique.

Softball

Have youth on crutches run to the bases and other players run backwards.

Basketball

Wheelchair basketball is nationally organized and has its own set of rules.

Soccer

A crutch is often as good as a foot for kicking.

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Volleyball

Using a beach ball or a balloon slows the pace a bit.

Quiet games

These are valuable since players socialize with each other. Mental skills (rather than physical skills) are stressed. Group activity is enjoyed as the competition is more informal. Tournaments encourage improvement of various skills.

Card games - a shoe box can hold the cards for a youth with a hand disability.

Word games - charades are great for the youth with a speech impairment.

Board games - chess pieces can be moved with fingers or toes.

Table games - box hockey, box soccer (football), and tether ball provide exercise for youths who use a wheelchair or are in a bed.

Games of dexterity (marbles, jacks) - muscle coordination is developed while having fun.

Puzzles and riddles - individuals and friends are challenged for hours.

How to Adapt Games

Persons with disabilities feel more comfortable if few changes are made in an activity. Adaptations should suit ability, not disability. Encourage the youth with disabilities to suggest adaptations.

In general:

- Substitute walking, wheeling, and rolling for running, skipping, and hopping.
- Use bounce, roll, or underhand toss to replace throwing, catching, and batting.
- Substitute sitting, kneeling, or lying down for standing.
- Decrease distances in such activities as horseshoes, ring toss, and softball.
- Reduce the size of the playing field, court, or area.

- Restrict player(s) to definite places or positions.
- Substitute lighter, larger, and more easily controlled equipment; add a bell for sound.
- Adjust the number of tries a player has at hitting a ball.
- Adjust the ways to hit a ball.
- Pair up players who can't run but can bat with someone who can run, or use a wheelchair pusher.
- Use hands, feet, arms, legs, head, ears, eyes, and whatever else is unique to the player to engage him in the game.

Arts and crafts

Arts and crafts are physical media for self-expression which can be enjoyed individually or in group settings. They are valuable recreation activities because new experiences provide good times, not finished works of art. Specific arts and crafts activities result in products that are individual creations. As such, "final touches" should not be added by others to improve appearance. Try new activities and enjoy the success of each participant.

A variety of arts and crafts are available If a certain disability makes one project difficult, try another!

Painting - may be done in oils, water tempera, charcoal, pencil, and drawing ink. Use fingers, toes, and mouth to hold brushes, sponges, and pencils.

Modeling - may be clay, plasticine, plaster, or papier-mache. Papier-mache is not a difficult craft and is great for youth with fine motor disabilities.

Papercraft - can be left to the imagination. Develop techniques to help the members use supplies independently.

Mosaics - items such as pebbles or shells may be collected during a hike and then later arranged in cement or plaster.

Weaving, braiding, and looping - develops hand-eye coordination.

Whittling, carpentry, woodworking - produces items to collect or use like model boats, planes, and autos.

Leatherworking, jewelry making, metal enameling, and wire twisting - are more possibilities.

Activities that are fun and of individual interest can be taken home...as a new hobby!

How to Adapt Arts and Crafts

Make the adaptation fit the individual. Many devices have been invented for holding pencils, paint brushes, embroidery hoops, woodworking tools, and other equipment. Check with parents, a doctor, an occupational therapist, or an agency serving persons with disabilities, if necessary.

Performing Arts: Dance, Drama, Music

Dance, drama, and music provide opportunity for physical and verbal expression. All three help develop poise, balance, body coordination, body movement, and body awareness. All three provide socialization skills for older teens as they interact in the world around them.

Dance

Dancing can be enjoyed by almost any individual with a disability. Dance is:

- a social activity for fun;
- relaxing and exhilarating;
- a destroyer of inhibitions; a freer of personality;
- satisfying, while deepening the aesthetic sense;
- a medium for expressing feelings without words; and
- feeling like belonging to the group.

Folk and square dancing are easily adapted to youth with physical disabilities. Music does not necessarily need to be slowed down, but the calling is important. Songs that require the caller to stay with a verse are difficult to complete. An alert caller needs to ad-lib according to the group's ability to move. Good possibilities are: "Virginia Reel," "Turkey-in-the-Straw," "Patty Cake Polka," "Mayim, Mayim," (Water, Water) and others of the that type.

How to Adapt Dance

- Substitute swaying, swinging, walking, sliding, balancing, and wheeling for regular steps.
- Encourage each person to create personal dance patterns such as swinging from side to side, clapping hands, and moving the head.
- Use another dancer as a partner for a dancer using a wheelchair. Push or rock in time with the music.
- Confine movements to a small area for visual disabilities. Tap dancing is great.
- Free movements of social dancing are enjoyed by individuals with cerebral palsy or youths with poor coordination.
- Use square, line, or round dances with orthopedic disabilities, as they involve few complicated step patterns.

Drama

Drama makes use of many kinds of talents while it builds self-confidence and satisfaction.

Pantomime - great with speech impairments; the activity can be specific to individual abilities. As one person narrates, others do the action.

Variety show - all join in with their special abilities.

Skits and plays - besides acting and speaking there are other jobs such as costuming, scenery, publicity, and lighting.

Puppetry - players remain seated and act through the puppets..

Music

Everyone can enjoy music in many ways. Music is another form of self-expression. Music-related projects might include:

- Taping local forms of music.
- Producing an original composition.
- Fabricating simple musical instruments using items found at home.
- Working with a group to produce a musical.

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Resources

RESOURCES

Realizing that others have walked the same path and with the same struggles, can be helpful and encouraging when working with youth with disabilities. No one should ever be made to feel alone in this endeavor. Consequently, over the years, a wide range of organizations have been formed to meet the unique needs of persons with disabilities and to promote public awareness concerning disability-related issues. The following is a listing of only a few such organizations. In addition, you might wish to contact the Governor's Committee on the Disabled, local Independent Living Centers, or the public library for local organizations that serve the needs of the disabled.

Abledata

Adaptive Equipment Center
Newington Children's Hospital
181 Easter Cedar Street
Newington, CT 06111
(203) 667-5405

Acts as an information clearinghouse for disability-related products. Provides telephone consultation with information specialists.

American Amputee Foundation

Box 55218
Hillcrest Station
Little Rock, AR 72225
(501) 666-9540

Serves amputees and their families with information on home and worksite modifications and prosthetic devices.

American Society for Deaf Children

814 Thayer Avenue
Silver Springs, MO 20910
(301) 585-5400

Provides referral and information services to parents of deaf and hearing impaired children.

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Arthritis Foundation

National Office
1314 Spring Street, NW
Atlanta, GA 30309

Serves persons with arthritis, including youth, with a wide range of activities.

Breaking New Ground Resource Center

Purdue University
1146 Agricultural Engineering Building
West Lafayette, IN 47907-1146
(317) 494-5088

Offers resources to farm and ranch families where a disability hinders participation in farm-related activities.

Cystic Fibrosis Foundation

6931 Arlington Road
Bethesda, MD 20814
(301) 951-4422

Serves those with cystic fibrosis with resource information and support services.

Epilepsy Foundation of America

4351 Garden City Drive, Suite 406
Landover, MD 20785
(301) 459-3700

Provides information services to individuals with epilepsy and seizure disorders.

National Association for Visually Handicapped

22 West 21st St., 6th Floor
New York, NY 10010
(212) 889-3141

Provides information to those who have visual handicaps, their families and professionals. Has special programs for youth.

National Easter Seal Society

70 East Lake Street
Chicago, IL 60601
(312) 726-6200

Offers a wide range of services to individuals with all forms of disability. Local services vary but all include public awareness activities.

National Handicapped Sports & Recreation Association

1145 19th Street, N.W.
Suite 717
Washington, DC 20036
(301) 652-7505

Serves persons with disabilities who desire to participate in sports and recreation.

National Information Center for Children and Youth with Handicaps

P.O. Box 1492
Washington, DC 20013
(703) 893-6061

Provides information and referral services to youth and their families.

North American Riding for the Handicapped Association

P.O. Box 33150
Denver, CO 80233
(303) 452-1212

Serves individuals or groups interested in participating in learning of, or beginning new handicapped horse-riding programs.

Sample Member/Parent Survey

Date _____

Member's Name _____ Date of Birth _____

Member's Address _____

Father's Name _____

Mother's Name _____

Father's Address (if different) _____

_____

Mother's Address (if different) _____

Member's School _____

Member's Present Grade Level _____

Member's Favorite Subject _____

Member's Least Favorite Subject _____

Member's Hobbies and/or Interests _____

Father's Occupation _____

Father's Hobbies and/or Interests _____

_____

Mother's Occupation _____

Mother's Hobbies and/or Interests _____

Is member a junior leader? Yes/No

Would father like to be a volunteer leader? Yes/No

Would mother like to be a volunteer leader? Yes/No

What one special event or activity would you like to see happen this year in our club? _____

_____

_____

Which is the best evening for meetings? (circle one)

Mon Tues Weds Thurs Fri

Best time for a meeting is: after school/evenings (circle one)

List any special medical or other considerations which you wish the 4-H leadership to know about: _____

_____

_____

_____

*Special structural accomodations (ramps, etc.) _____

_____

_____

_____

*Special medical considerations _____

_____

_____

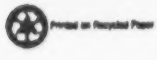
_____

*Other _____

_____

_____

_____



NEW 7/92 (6M)

Cooperative Extension work in Agriculture and Home Economics, state of Indiana, Purdue University, and U.S. Department of Agriculture cooperating; H. A. Wadsworth, Director, West Lafayette, IN. Issued in furtherance of the acts of May 8 and June 30, 1914.
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